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ABSTRACT

This guide is designed as a resource for use in implementing the National Qualifications Framework (NQF) in New Zealand secondary schools. Discussed in the introduction are the development of flexible learning in secondary schools, the context for the New Zealand curriculum, the NQF, and transition to flexible learner-centered schools. Section 1 explains the differences between course-based and learner-centered schools and presents a series of checklists on the following aspects of learner-centered programs: entry services, flexible access to learning, flexible access to assessment and credit opportunities, supporting learning, and infrastructure. Discussed in section 2 are strategic, curriculum, and operational management that must be considered during the transition to learner-centered schools. Section 3 contains guidelines related to the following aspects of NQF implementation: strategic management (organizational structure, funding, staff development); curriculum management (barriers to access, curriculum organization, managing and supporting learning, tools for flexible learning, and assessment and credit opportunities); and operational management (staffing and accommodation, administration, and quality and efficiency). Outlined in Section 4 are strategies for managing the process of change to learner-centered schools. Appended is an annotated list of related videos, booklets, and serial publications. (MN)

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ED 367 837

AN APPROACH TO IMPLEMENTING

THE QUALIFICATIONS FRAMEWORK

IN NEW ZEALAND SECONDARY SCHOOLS

TOMORROW'S LEARNERS

Ka pu te ruha, ka hao te rangitahi

The old net is cast aside, the new net goes fishing

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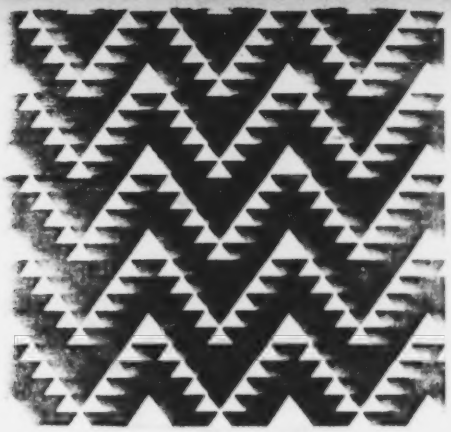

The New Zealand Qualifications Authority will promote improvement in the quality of education and training in New Zealand through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework.

The Authority's mainfunctions are to:

- coordinate all qualifications in post-compulsory education and training (from upper secondary to degree level) so they have a purpose and relationship to one another that the public and students can understand
- set and regularly review standards as they relate to qualifications
- ensure New Zealand qualifications are recognised overseas and overseas qualifications are recognised in New Zealand
- administer national examinations, both secondary and tertiary.

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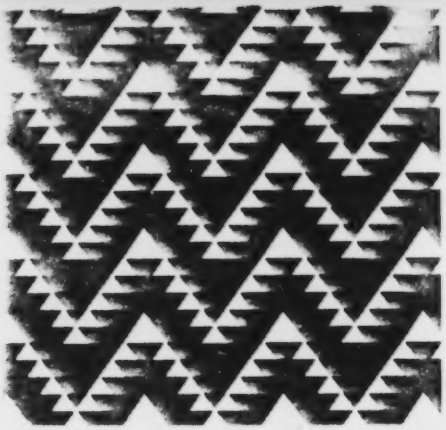

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PREFACE

Every school needs to:

- explore the vision that is inherent in the Qualifications Framework and to understand the potential it offers;
- establish goals that encompass the school's slice of the vision;
- identify where the staff are at now;
- develop a strategy for heading from the 'here and now' towards the goals.

This booklet is a resource that will help open up the issues that need to be considered.

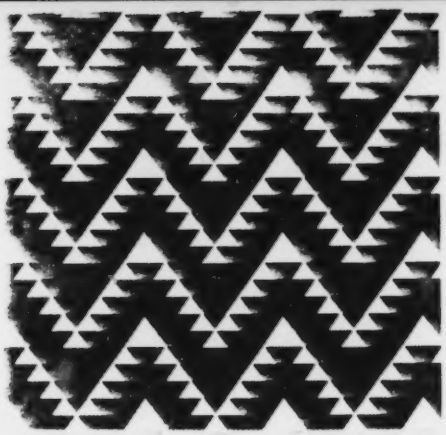
The process of change will necessarily take time. It should not be rushed. Most schools will begin cautiously as the **System Starter** developed by a group of Christchurch teachers illustrates.

The Qualifications Authority is very grateful to Ron Martin for writing this booklet which is based on a British publication **Flexible Colleges** (Further Education Unit, 1992). The permission of the Further Education Unit, whose publication was the outcome of a project funded by the Department of Employment, is gratefully acknowledged.

Ron Martin has been involved in English teaching and in teacher education, has been a secondary school inspector, and more recently has worked as a reviewer with the Education Review Office. He is therefore well placed to write about the ways in which the potential in the National Qualifications Framework has major implications for the management of secondary schools.

The writer has employed an advisory group to act as his sounding board. This group comprised: Ann Dunphy, principal of Penrose High School; Pam Stone, principal of Pakuranga College, and Peter Grant, acting principal of Waiheke High School.

The Authority has no jurisdiction over a number of the significant issues that are raised. These are included, however, as they are relevant and the purpose of the booklet is to stimulate comprehensive exploration of the implications of flexibility and access.



It should also be clear to schools that while this booklet raises many issues, the way in which schools respond to them is likely to differ considerably depending on the school's particular set of circumstances. It is possible for schools to introduce the Qualifications Framework within current parameters, or, at least initially, with minimal changes to its current structures. Others will plan from the beginning for a more fundamental change to their current structures.

This booklet is not a blueprint for mandatory changes to the secondary school system. It is intended to help schools ask the questions needed to guide their decision making over the next few years.

FOREWORD

Like many of you, no doubt, I viewed the Qualifications Framework publications with some scepticism, a suspicion that it was just the Next Big Thing in education. My perception was that in the Framework structure schools would continue much as at present but with some changes in senior school structures.

In the course of preparation of this booklet I have revised my views.

It now seems to me that the Framework will ultimately affect almost every aspect of secondary education in the most fundamental change since compulsory schooling was introduced. While this change may be gradual, and for many schools there may be few changes in the initial stages, I believe that over a period of years the changes will permeate every aspect of school management.

I believe that while in the short term the changes may present schools with many challenges, these changes are inevitable if we are to continue to serve the learning needs of our students in the coming decades.

This is not an implied criticism of teachers nor of the management of our schools. The need for change does not arise from the quality of our teachers, nor of their skills, or their training and certainly not from a lack of diligence and energy of the managers of our schools. Schools are more effective in meeting student needs than they have ever been. Every school has ingenious ways of getting the most out of the system.

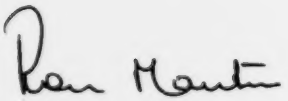
The problem is that the school structures themselves are no longer appropriate for the times. The imperative for change comes from outside the school system. In an automotive analogy, Henry Ford made continual changes to the ubiquitous Model T over 19 years and for much of that time it sold well. However in its last few years of manufacture he ignored warnings from his managers that the design was no longer competitive until he was forced to abandon it by competition from other car companies with better designs. The company was no longer profitable. Ford's next design was the Model A, superior in every way, and the company prospered again.

The problem lay not in the efforts of the workers or Ford's managers but in the design.

The existing school structures were designed for a world in which change occurred slowly and where students had limited access to information and knowledge outside the classroom.

Now almost every group of workers in New Zealand has experienced significant change in their work. The way in which people access information has changed also. Change is continuous and rapid and the qualities that our young people need to take a full part in this society have changed also. It follows that a different school structure is required, one which is as flexible as the demands of society.

The Qualifications Framework provides New Zealand with the structure to meet the challenges to education in the coming decades. I believe that the changes will benefit everyone.



Ron Martin
December 1993

HOW TO USE THIS BOOK

This book is intended to be used actively as a resource, first for reflection and then for strategic planning. It is not intended to offer answers. It is intended to be used as a reference point for all involved in determining the nature and management of the school changes necessary to implement the Qualifications Framework. It offers some strategies for initiating the process.

Every school will need to work through the process systematically over a period of years to make sure that it has the structures to make the most of the opportunity offered by the Framework.

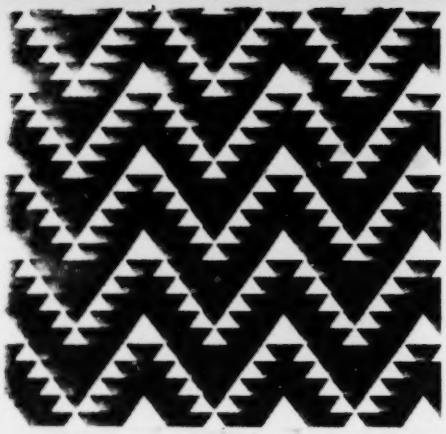
The introduction: provides a brief background to the need for change and the development of the Framework. Schools have copies of a number of New Zealand Qualifications Authority publications which provide clear and detailed information. Everyone involved in the introduction of the Qualifications Framework will need to read and consider these publications, preferably in the context of an active professional development programme.

Section 1: describes the differences between the course-based school and the learner-centred school. It is presented in a simple polarised checklist for clarity but of course schools are rather on a continuum than in one or other of the divisions. Simple checklist and continuum line activities should help clarify the current and future school structures.

Section 2: lists the questions and issues to be considered by the school as it works through the changes needed to implement the Framework. All staff members should be involved in considering these issues. Some of the issues are complex and daunting and may have national implications. Many of the issues will also be discussed in other forums.

Section 3: is intended to offer some guidelines to the groups and individuals who are working through the issues for the school.

Section 4: offers some starting points and strategies for managing the change.



INTRODUCTION

Hutia te rito o te pu harakeke
Kei whea to komako e ko?
Ki mai ki au
He aha te mea nui o te ao?
Maku e ki
He tangata! He tangata! He tangata!

When the heart of the flax is plucked out
Where then will the bellbird alight and sing?
Should you ask me
What is the greatest thing in the world
I would reply
It is people! It is people! It is people!

A: The Development of Flexible Learning In Secondary Schools

Many aspects of the Qualifications Framework are already familiar to schools, many of which have already diligently sought ways of making the current structures more flexible and learner-centred.

One example was the practice of many schools of entering fourth form students into School Certificate examinations in one or more subjects. Some schools set whole fourth form classes onto a full School Certificate course. This practice was vigorously opposed by the Department of Education. This 'acceleration' was evidence of the dissatisfaction expressed by teachers with the problem of teaching the same course material to age-related groups where, even in streamed classes, there was a wide range of skills and abilities. For many students the course was too easy, for others too difficult. The problem was not of the schools' making but they suffered the consequences in teacher stress and often student dissatisfaction.

Schools recognise that the learning needs of their students have changed and are responding to their needs. However, schools are locked into structures which inhibit them from making a more comprehensive and systematic response to changed academic, social, personal and cultural learning needs of their students.

The Framework has been introduced to give schools a more flexible structure appropriate to rapidly changing learning needs in a rapidly changing society.

This change in the traditional structure is in response to changes in the community's learning needs, to:

- increase access for individuals to learning and credit opportunities appropriate to their needs, to enable them to realise their full potential, maximise their life chances and to assist in the development of a better trained and qualified workforce;

- remove barriers to learning (such as excluding some groups by designing courses around the needs of preferred groups, not meeting the special needs of identifiable groups and individuals);

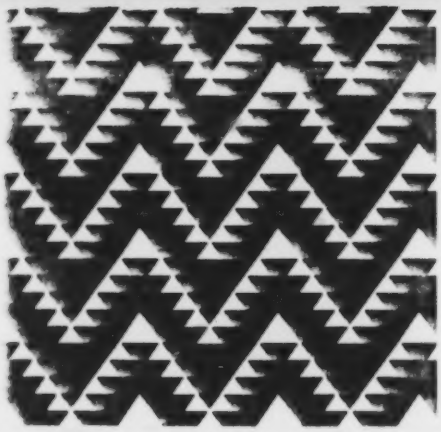
- increase the effectiveness of learning by making it learner-centred (shaped by individual starting points, needs, purposes, prior learning, preferred learning styles, pace, modes of learning, location for learning);

- enable people to take responsibility for their own learning within a framework of appropriate support in order to promote the development of adaptable problem-solving individuals.

The shape of provisions for courses in the past has been determined by the forms of assessment and particularly the public examinations which were available. Hence, traditional school structures were based on full-time courses beginning in February and ending in October to prepare for examinations. All students in an examination course followed the same prescription.

The Qualifications Framework will change the current underlying school structure with the shift in emphasis from course-based learning to student-centred learning.

If schools are to deliver the Framework they will need to provide flexible access to learning, assessment and credit opportunities. This means reorganising in order to provide a range of new services such as recognition of prior learning (especially for 'non- traditional' learners), action planning*, individual learning programmes, assessment on demand, records of achievement, work-based learning and workplace assessment, facilitating access where necessary to a range of providers.



Flexible learning requires students to be active learners.

There is an emphasis on the process of learning and the ability to learn rather than on the acquisition of knowledge; an emphasis on problem solving, on the ability to interpret situations and to take the initiative rather than on following fixed procedures in unvarying circumstances; on the ability to obtain, relate, consider and apply information rather than on learning facts.

This active approach to learning is particularly appropriate in a world in which the capabilities and potential of information technology have led to a continuing explosion of information which therefore needs to be accessed and intelligently used by individuals rather than stored in human memory.

* Action planning helps teach students how to manage their own learning when the school no longer pre-determines their learning by course structure. In a flexible school structure students will need help, at least initially, in actively planning combinations of unit standards, in being more accountable for managing their own learning, in learning time management, and, generally, in making the most of the opportunities offered by the Framework. In some ways this is an extension of the current option planning by senior students.

B: The Context for the New Zealand Curriculum[1]

In the 1980s, comprehensive reviews of the curriculum, assessment and education administration were carried out. These responded to concerns at that time that school education in New Zealand had not adjusted rapidly enough to changes in society or to the growing demand for more equitable learning and assessment.

Among the conclusions to emerge from the curriculum reviews were the need for:

- a curriculum framework to provide a more coherent and integrated structure;
- a school curriculum designed in consultation with all interested parties; and
- assessment procedures which focus on improving the quality of learning.

The reviews sought a more equitable curriculum, particularly for those who were found to be disadvantaged by the existing system, such as girls, Maori students, Pacific Island students and students with different abilities and disabilities.

The reviews acknowledged the significance of the Treaty of Waitangi and its implication for New Zealand society, according particular value to te reo and nga tikanga Maori. They recommended an increased emphasis on culture and heritage, to reflect a growing awareness of the bicultural identity of New Zealand society and its multicultural composition.

The Picot review of education administration led to wide-ranging reforms which changed the balance between central and local decision making in education.

Education in New Zealand today operates within the context of rapid social and economic change. The curriculum must help students to be adaptable and to play their full part in this changing environment.

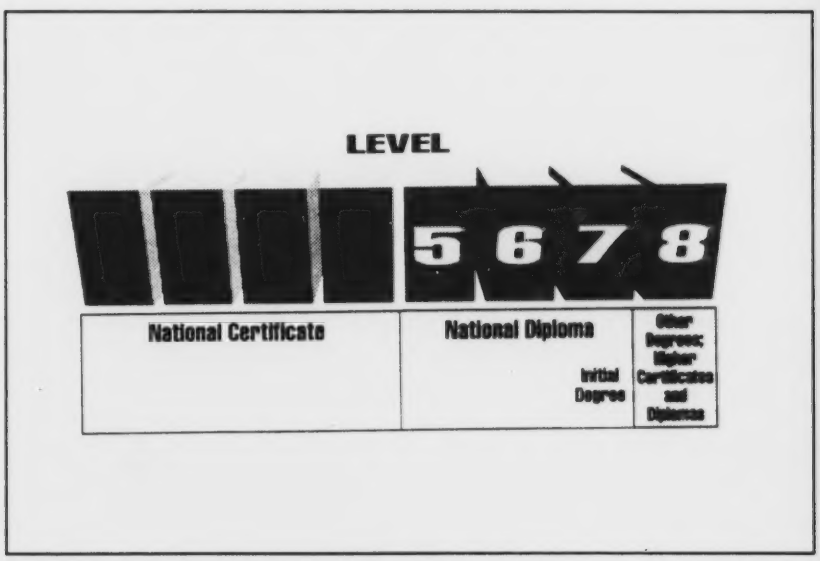
[1]The New Zealand Curriculum Framework (pp 27-28) Ministry of Education 1993

C: The National Qualifications Framework

The Education Amendment Act of 1990 established the New Zealand Qualifications Authority and required it to establish a Framework for National Qualifications.

The new qualifications system will, for the first time, bring a consistent approach to education and training, offering a logical variety of pathways for people to gain nationally recognised qualifications. The Framework's emphasis on meeting quality standards and practices will ensure the highest quality for those qualifications.

The Framework will accommodate all learning from the middle years in secondary schools (level 1) right up to degree and post-graduate level (level 8).



Because of its flexible design the Framework offers much wider opportunities to all secondary school students, not just to year 11 (form 5) and above.

For example, year 9 (form 3) students may be able to gain some unit standards at level 1 or even higher while working with their peers for most of their classes.

Schools will be able to seek accreditation to offer unit standards beyond level 3. During the year students will also be able to attend other providers and gain credit. Providers will be able to form consortia and offer co-ordinated programmes. Current barriers to learning are removed.

The Qualifications Framework in the secondary school:
Schools (or any other provider) are able to seek accreditation to teach any subject to any specified level in the Qualifications Framework.

Once accredited, they will be able to offer programmes based on the unit standards registered within those areas of the Framework. (Unit standards specify the skills and knowledge to be acquired and the standard against which performance will be measured.)

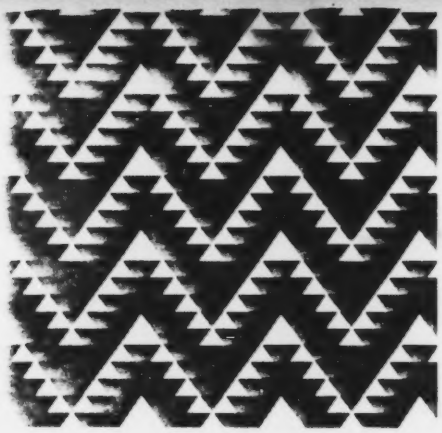
It is the responsibility of the school to create programmes that suit the needs of their learners. A programme might be based on a single unit standard but in general unit standards will be combined into coherent packages. For example, foreign languages are likely to combine unit standards to form patterns which are based closely on their current content. Other factors, such as particular unit standards that relate to Bursaries prescriptions, may also need to be considered.

The unit standard selection and combining will need to take account of the qualifications pathways that are available. For example, Bursaries courses will be based on specific unit standards which will need to be considered when developing programmes.

Variety is possible because unit standards specify only the standards to be met. Delivery requires schools (or groups of schools) to put flesh on the standards by adding suitable content, teaching and learning strategies, resources and assessment tasks.

In this way, while the standard is the same for all, different schools may use quite different content and teaching strategies depending on their 'client group' and within schools there may be quite different content and teaching strategies for the different needs of groups or even individual students.

A system of rigorous external moderation ensures the consistency of assessment with the required standard.



One possibility for meeting a great variety of needs simultaneously is for unit standards to be integrated. This means that an appropriate selection of unit standards is the base for a single programme. The learning activities would be designed so that learners work simultaneously towards gaining credit in different unit standards. Single, integrated tasks can be used to assess across several unit standards.

Other features of the Qualifications Framework:

- Each unit standard has a number of credits associated with it. The number of credits will vary with each unit standard reflecting the relative time to complete its outcomes. There is, however, no time constraint on the learner. **Individual learners may take more or less time than the likely average.**

- **Under the Framework, 'recognition of prior learning' allows for learners to be assessed and awarded credit for unit standards without having to participate in a learning programme.** This means for example that people who have been out of formal education but who have acquired skills appropriate to a unit standard can be assessed and credited with it.

- Because learners compete against standards, reassessment opportunities can be offered at any appropriate time. This might be for all or only part of a unit standard. Reassessment is the fundamental right of the learner.

- The amount of teaching, learning and assessment time to be allowed for individual unit standards and packages of unit standards is entirely a local matter. This should help address the problem of learner frustration in current courses which move at the same pace for all students.

It is the responsibility of the schools to use the Framework to ensure that all learners are given access to learning that is suited to their needs, is meaningful and whole, is challenging and is within their potential to succeed.

D: Transition to Flexible, Learner-Centred Schools

In order to provide flexible access to learning and credits schools will need to:

- develop an orientation and infrastructure to support the widening of access;
- provide new services in order to establish and respond to the needs of the individual learner or client;
- take steps to remove barriers to access and achievement created by the school's own structure or organisation;
- minimise (eg: by means of curriculum and assessment design) barriers to access and achievement created by factors beyond the school's control.

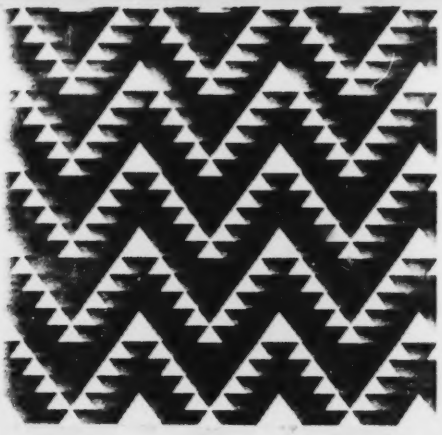
The development of a flexible, accessible and learner-centred school does not preclude the continuing enrolment of groups of students with similar needs and interests on courses. Nor is it assumed that group and whole class learning will cease. However it is likely that flexibility and accessibility for the client group will need to be achieved without a substantial increase in funding.

Schools will therefore need to:

- undertake planned and co-ordinated programmes of institutional, curriculum and staff development in order to review, augment and where necessary, modify existing structures, practices and systems.

Schools will also need to be responsive and flexible in meeting the requirements of:

- their traditional clients;
- the local population and
- the labour market



for education and training:

- and more accessible, as well as cost effective, in 'delivering' learning and credit opportunities.

Because of the shift in emphasis in the Framework from age-related movement through the school to needs-related movement, it is likely that all schools will need to review their current structures and make changes to accommodate student movement no longer restricted by age-related course structures.

SECTION 1

DEFINING THE STRUCTURES AND PROCEDURES

Tohua nga whakatipuranga ki te inu i te puna o te matauranga
kia hora ai te whakaruru hau o te ora, ki runga ki te iwi
Kia kaha, kia toa, kia manawanui

Show the young how to drink from the spring of knowledge
so the sheltering mantle of wellbeing may spread over the nation
Be strong, be courageous, be resolute

1.1: The Learner-Centred School

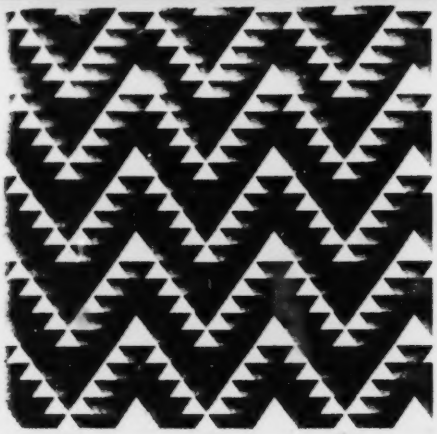
In order to provide more flexible access to learning and credit opportunities schools will need to:

- develop an orientation and infrastructure to support the widening of access;
- provide new services in order to establish and respond to the particular needs of the individual learner or client;
- take steps to remove barriers to access and achievement created by the school's own structure or organisation;
- minimise (eg: by means of curriculum design) barriers to access and achievement created by factors beyond their (schools') control.

The various services provided by a school which is organised around the needs of individuals will need to be supported by an infrastructure that will encourage rather than constrain flexibility and the widening of access. The development of educational guidance and assessment services will therefore need to be planned and synchronised with the development of flexible access to learning which in turn will entail changes affecting accommodation, staffing and administrative systems.

The degree and direction of change and reorganisation that will be necessary for schools if a much greater proportion of the school population is to have access to learning and qualifications is indicated in the pages that follow.

A simplified comparison between a school organised on the basis of conventional courses and a school organised around the needs of individuals for flexible access to learning and assessment is used to highlight the area for development and transition.



The purpose of the comparison is to delineate and highlight the transition between:

- a school that is organised around the needs of groups of students enrolling on courses that begin in February and end in November with learning arranged in a fixed sequence and assessment occurring at fixed (usually end) points for the whole group;

and

- a school that provides guidance, counselling and assessment to establish individual abilities, needs, requirements and goals and flexible access to learning and assessment.

The development of a flexible, accessible and learner-centred school does not preclude the continuation of enrolment of groups of students on courses of the traditional sort. Nor is it assumed that group learning or year-long courses will cease. Traditional examinations continue to be available for those for whom they are necessary or appropriate.

For many people, membership of a group is a motivating, confidence-building and enjoyable experience and an important factor in personal development, effective learning, the achievement of qualifications and successful career progression.

However, it must be acknowledged that the traditional orientation and organisation of schools serve to exclude or discourage many of its existing clients and other potential clients from seeking access to learning and qualifications. Schools therefore need to increase and reorientate their range of provision in order to extend access to those sections of their population which may not currently feel that learning and qualifications are 'for them.

1.2: Using the Checklists

The checklists can be used by schools to:

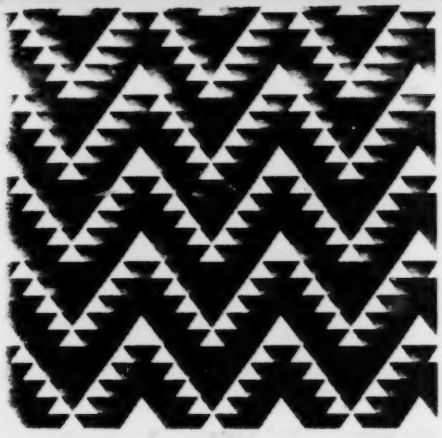
- assess the extent to which they currently operate as course-based or learner-centred schools;

- plan and measure progress towards becoming learner-centred schools.

The checklists **polarise the differences for emphasis.** In reality schools are on a continuum line of development. Many schools have already moved, as far as existing structures will allow, towards a learner-centred school. Most schools have gained experience in assessing students against specified outcome standards. Many customarily teach to student objectives.

The checklist is most useful when it is used actively as an indicator of progress. As a first step, the checklist can be copied and used as a simple yes/no indicator, a definition of current status.

The next step is to aggregate informally the balance of ticks in columns under each broad heading and transfer the information to the continuum chart. By using a different colour for each of a fixed period of time it is possible to track at a glance the change and progress towards the goal of a flexible school structure.



1.3: Checklists

1.3.1: Entry Services

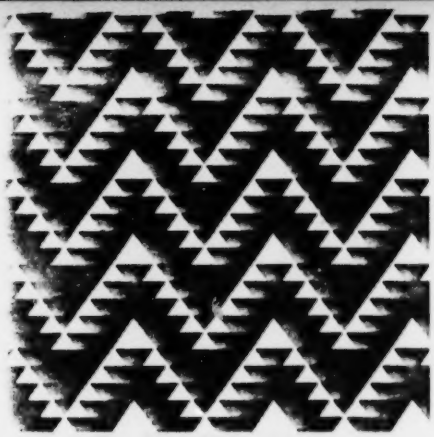
Schools will need to provide a range of services to make learning and accreditation more accessible to the community.

Schools will need to provide flexible access to:

- educational guidance and counselling
- initial diagnostic assessment
- action planning
- progression counselling

The course-based school	✓ ✓	***The learner-centred school***
Enrolment in February of groups of students on prescribed courses		Ongoing individual guidance probably on a 'case load' basis by an assigned teacher / facilitator.
Advice confined to the availability of provision within the school only.		Access to comprehensive information about unit standards available in and beyond the school by a range of appropriate providers and workplaces. Access to a database providing comprehensive information about the availability and requirements of credit opportunities.
Sorting students into courses offered by the school. Course offerings similar in all schools.		School helps the student define aspirations and learning needs and then locate the units most likely to achieve their aims.

The course-based school	✓	✓	*The learner-centred school*
			Help in defining personal skills and competencies and matching these to the requirements of relevant qualifications, job opportunities and higher education aspirations. Initial diagnostic assessment where necessary in order to establish learning needs and arrange to assess prior learning. Assistance in drawing up an individual learning plan.
Enrolment by deans and other senior staff Careers' advice is offered by specialist staff separate from the learning process. Learners have access to a range of support services provided by the school. Student records and administrative systems are based on the course structure, annual age-based progression through the school.			Availability of specialists (eg. curriculum) to assist the counsellor or teacher/facilitator. Management information systems in place to support continuous enrolment. Learner support services underpin the learning and assessment cycle. Expanded provision of educational guidance services (ie in addition to pastoral guidance). Computerised recording systems, perhaps including bar coding and 'smart cards' to administer, track and support individual learning programmes, held together by recurring guidance cycles (reviewing and recording progress, setting new targets).



1.3.2: *Flexible Access to Learning*

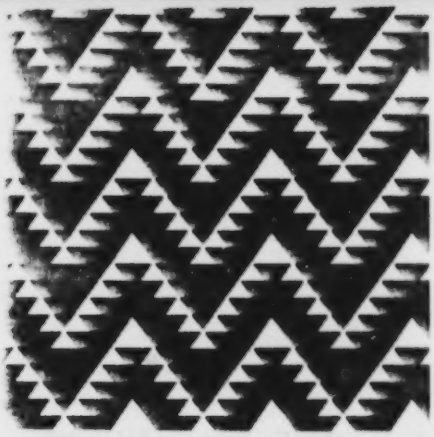
Schools will need to provide flexible access to learning to meet individual starting points, requirements and purposes.

For example:

- learning support
- learning workshops, resource centres
- individual learning programmes
- variety of learning styles and opportunities
- workplace learning
- assignments, study guides
- curriculum based on unit standards

The course-based school	✓	✓	***The learner-centred school***
Learning by means of attendance on a course.			A range of alternative modes of access to learning available. Learning style matched to the unit outcomes. Learning available where appropriate through other providers. Workbased/workplace learning. Multiple pathways to achieve credits.
Enrolment dependent on: • availability of a place in a course or class • ability to meet entry requirement • the numbers to run a course			Individual learning programmes built around the needs and aspirations of the learner. No learning excluded because of insufficient numbers. Some unit standards will have pre-requisites, but few.

The course-based school	✓ ✓	*The learner-centred school*
The shape of the course is prescribed in time, content, assessment, etc. Assessment and credit opportunities available only as part of a course. Courses generally begin in February and end in November (some semester courses available, generally class-sized). Day school separate from evening/community classes. Course is taught by a teacher in a fixed sequence. All students follow the same programme at the same time.		Flexible learning means that teachers may be timetabled less with whole classes and be free more to work with flexible-sized groups. Teachers will have more unstructured time to meet individual/small group needs. Flexible access to learning supported by record of prior achievement, target setting, review and recording of further achievement. Extended day and year possible. Curriculum based on unit standards and more flexible school structures and facilities enable students to learn at their own pace and to meet their own needs and purposes. Teachers skilled as learning managers able to assess individual needs, agree individual targets, provide appropriate learning opportunities, monitor and review progress and achievements. Emphasis on active learning rather than teaching.
Groups taught in a classroom. Learning workshops are available for practical subjects or remedial support only.		More flexible groupings, availability of resources for learning, more out-of-class learning tasks. Resource-based learning supported and serviced by learning resource managers and learning support staff.



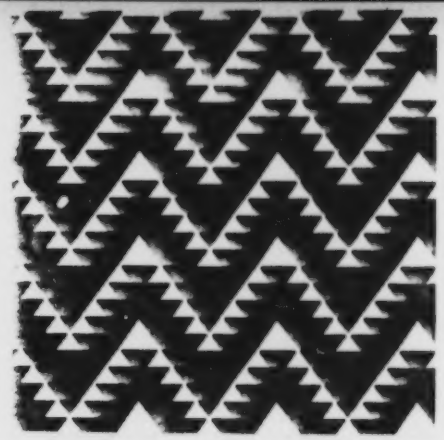
The course-based school	✓ ✓	The learner-centred school
Some provision of learning support (remedial reading, ESOL) to help learners make better progress.		Learning support is available
Access to learning and achievement is impeded by barriers eg. • inflexible attendance times • inappropriate course content and style		Barriers to achievement and access to learning are identified and addressed eg • inflexible attendance times • failure to provide adequate language and numeracy support • physical barriers • need for childcare facilities (increasing adult enrolment)
Learning generally takes place in classrooms and on school premises.		Learning occurs in the place appropriate to the unit outcomes and students may take units with other providers.
Administration and resourcing systems based largely on the concept of enrolment of groups of students on courses with fixed yearly attendance and assessment patterns.		Administrative systems and school structures developed to support a variety of models of learning and flexible access to assessment.
Performance indicators of school achievement are based on the concept of enrolment of groups of students on courses with usually a single entry point and fixed assessment and exit points.		Performance indicators recognise a variety of modes of learning and utilisation of school and externally available resources and record student value-added achievement.

1.3.3: *Flexible Access to Assessment and Credit Opportunities*

Schools will need to provide flexible access to assessment.

- assessment and reassessment on demand
- assessment off-campus, in the workplace etc
- credit accumulation
- diagnostic assessment

The course-based school	✓ ✓	*The learner-centred school*
Access to assessment by selection and enrolment in a course of study.		The school has a good knowledge of the individual student's learning strengths and needs and is able to offer guidance in the choice of programme structure (both integrated packages and individual unit standards).
Access to School Certificate and Bursaries, reasonably open with certain pre-requisites (and both at appropriate age) but after that students generally have to meet pre-entry criteria.		The school develops skills in diagnostic testing, especially for the student who has not traditionally been among the school's clients.
Assessment and qualifications generally only available as a result of enrolling on a course.		Assessment and reassessment 'on demand', available when an individual is ready.
Assessment may be integral (course work and internal assessment) or available only at fixed times (usually at the end of the course).		
Qualification usually requires specified hours of course time and attendance.		



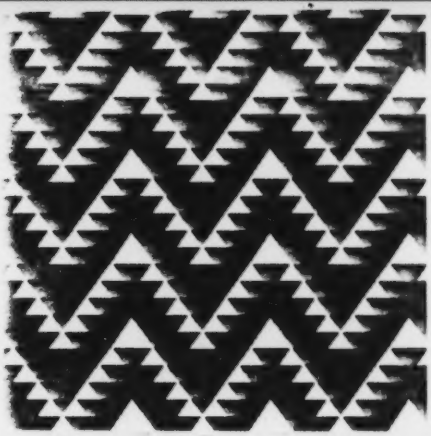
The course-based school	✓ ✓	*The learner-centred school*
Assessment predominantly by means of written tests or practical tests of skills. Written tests based on 'unseen' questions require all candidates to be assessed simultaneously both at the local and national level regardless of individual student readiness. Recognition is given to achievement in the whole year's work, not for parts or units of the course.		Assessment of outcomes determined by the unit standards. Availability of unit credits, credit transfer (from school to school etc) and credit accumulation, recorded nationally.
Assessment takes place usually in a large central site (except for internally assessed subjects and components of subjects). Marking and moderating of the examinations take place off campus. Teachers undertake internal assessment components on behalf of the examining body, moderated by them. Long delays in obtaining results, lack of clear feedback to student.		Assessment can take place in any setting where competent performance can appropriately be demonstrated. School staff responsible for assessment. Quality assurance shared by school and external agents.

1.3.4: Supporting Learning

Schools will need to develop mechanisms for supporting learners on individual learning programmes.

- action planning
- review of progress
- recording progress
- progression counselling
- tutorial support
- target setting
- records of achievement

The course-based school	✓ ✓	***The learner-centred school***
Support mechanisms are generally provided on a group basis but with some individual tuition, counselling etc available.		Guidance, counselling and individual support are central to the whole learning and assessment experience providing definition, direction, coherence, and cohesion to individual learning programmes. Individual learning programmes are held together by a recurring cycle of target setting, review of progress, recording progress and achievement, renewed target setting.
Individual action planning and target setting are unnecessary because enrolment onto a course determines the learning that needs to be taken by every student. The student must fit the course available.		Individual learning needs are determined by means of guidance and counselling. Individual programmes determined by needs analysis and action planning.



The course-based school	✓ ✓	*The learner-centred school*
Counselling and personal support generally seen as separate from learning although many teachers offer support to the individual through pastoral care as a subject or form teacher. **Many schools have well developed safety nets but the problems experienced by students arise often by inappropriate course offerings and structures.**		Guidance, counselling, action planning central to the learning process. Each 'learning facilitator' will work actively with each of the 'case-load' students. Flexible learning accommodates the time needed for this important task.

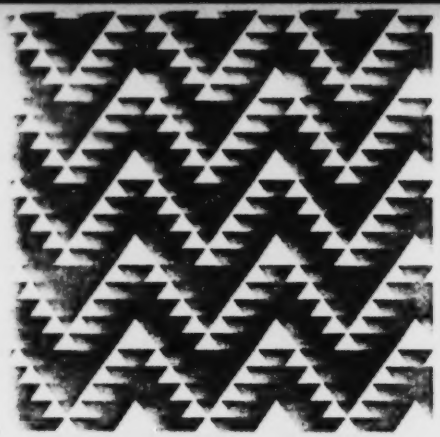
1.3.5: Infrastructure

Schools will need to develop an orientation and infrastructure that supports the widening of access to learning, assessment and credit opportunities.

Widening of access will require decisions affecting:

- policy
- strategy
- resourcing
- staffing
- accommodation
- quality
- efficiency
- management

The course-based school	✓	✓	***The learner-centred school***
The school is organised to enrol and meet the needs of its traditional client group (13-19 year olds, some evening classes, some work-based learning, generally academic / exam outcomes).			School commitment to widening access to learning and credit opportunities, especially for its 13-19 year olds but also to other groups in the community who have not traditionally made good use of schooling opportunities. Expressed in a mission statement and backed up by strategy.
Delegations and internal systems for resource deployment are based on historical models and conventional forms of provision. Funding formula based on 'inputs' discourages the development of alternative modes of delivery. Cost of any identified part of the school's 'delivery' is difficult.			Approaches to funding and deployment of resources that encourage flexible access to learning and credit opportunities are established, eg • funding formula that encourages schools to provide flexible access • costing and pricing of all aspects of provision • new models for the internal deployment of resources eg on the basis of achievement 'delivered'.



The course-based school	✓	✓	*The learner-centred school*
Clear demarcation between teaching and non-teaching staff, affecting roles, responsibilities, pay and conditions.			Deployment of staff in new ways in order to provide the new services effectively and efficiently. New balance between teachers and support staff.
Teaching staff deployed on the basis of timetabled class contact hours during the academic year only. Teaching and management loads often uneven. Inadequate recognition of excellence.			Flexible staffing providing flexible access throughout the year. Removing course structure and time constraints on completion of outcomes opens the school up to possibility of extended days and total weeks open.
Accommodation appropriate for class-sized groups			Building work planned in order to provide appropriate accommodation for new services and modes of delivery eg • interview rooms • learning workshops • flexible spaces
Performance indicators designed to measure quality and efficiency of a teaching and learning model based on courses (Feb-Nov) and on conventional attendance and delivery modes eg. • staff / student ratios • provision of services • retention of students.			Development of appropriate performance indicators to measure, maintain and improve access to learning and achievement in schools. Development of appropriate indicators to evaluate the effectiveness and efficiency of the new range of learner-centred services. Learners with an active role in evaluating the quality of the services provided.

The course-based school	✓	✓	*The learner-centred school*
Administration systems designed to support enrolment on year long courses and conventional modes of attendance and delivery.			Establishment of appropriate administrative systems that will support and facilitate the management of flexible access to learning and credit opportunities and at the same time provide a helpful service to learners eg. • computer printouts • 'smart cards'.

School:

1. Entry services
   Current(date) [ ] Framework

2. Flexible access to Learning
   Current(date) [ ] Framework

3. Flexible access to assessment and credit opportunities
   Current(date) [ ] Framework

4. Supporting learning
   Current(date) [ ] Framework

5. Infrastructure
   Current(date) [ ] Framework

Globally estimate (using the checklist as a guide) how much progress has been made in each major category. Indicate on the continuum line. Use a different colour for each dated period. This should provide an instant measure of progress to date.

Date #1 Date #2 Date #3 Date #4 Date #5 Date #6

SECTION 2

QUESTIONS AND ISSUES TO CONSIDER

2.1: Transition to Learner-Centred Schools

The changes described in this booklet are of some magnitude and cannot be implemented quickly.

The intention is not to destroy successful provision for existing clients but to refocus and augment provision in order to improve access for all learners.

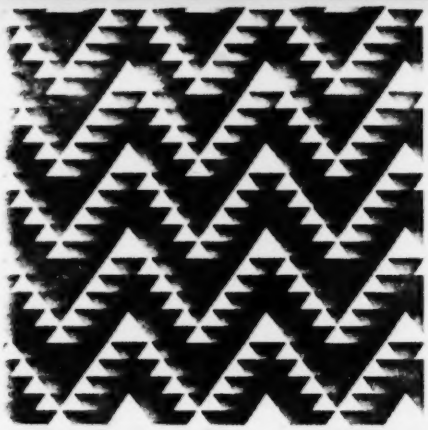
There are a number of barriers to change, issues arising and factors that facilitate or hinder the widening of access which this section seeks to identify.

They are grouped under three major headings:

2.2: Strategic Management
2.2.1: Organisational structure
2.2.2: Staff development

2.3: Curriculum Management
2.3.1: Barriers to access
2.3.2: Curriculum organisation
2.3.3: Managing and supporting learning
2.3.4: Tools for flexible learning
2.3.5: Assessment and credit opportunities

2.4: Operational Management
2.4.1: Staffing
2.4.2: Accommodation
2.4.3: Administration
2.4.4: Quality and efficiency



2.2: Strategic Management

Strategy - key factors and issues.

- In order to make progress there needs to be a consensus throughout the school concerning the need to widen access to learning and qualifications. The extent to which there is cross-school ownership of vision depends on participation in decision making and good communication.

- Learner-centredness needs to be absorbed into the culture of the institution so that if key personnel left, the ethos of working would continue. A strategy with long, medium and short term goals is required.

- Progress towards flexibility and accessibility is assisted by sound linking of mission statements, strategic development plans and structured action plans.

- **Development plans must indicate sequencing of innovation over a period of years.**

- Discrete approaches to institutional development, curriculum development and staff development should be replaced by a coordinated approach within a total school strategy.

- Patterns of transition vary. Schools could approach the change through just one section of the school or across the whole school simultaneously.

- Measurement of school performance in terms of outcomes may provide greater incentive to widen access, especially if performance indicators identify particular target groups currently under-represented in the student body.

- Strategies for future development should increasingly reflect the students' growing diversity of learning needs and skills.

- The perception of the flexible or unit standards structure as being inferior to the traditional year-long or multi-year courses may inhibit schools' vision of what can be achieved.

2.2.1: *Organisational structure*

Key factors and issues:

- Widening access to learning and credit opportunities has significant implications for the roles of all staff members. Senior management teams for example should include finance, property, administrative staff as well as curriculum, marketing and resource managers.

- Schools will need to recognise that a new 'hybrid' breed of staff member may be needed to perform some of the new functions in schools (eg resource personnel with some teaching functions).

- Involvement of all staff members will be necessary to secure the ownership of and commitment to change processes.

- Organisational structures will need to reflect the new range of services provided by the school.

- Staff members will need to be more flexible to accommodate the changing needs of the learners.

- Staffing provision may need to be more flexible to allow the school to offer, for example, more specific career programmes, or higher level National Diplomas.

- A staff member may be needed to oversee liaison with other providers.

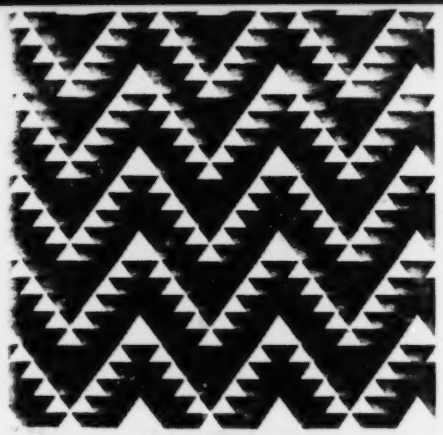
- Some extra staffing may be required to help teachers with their educational counselling role.

2.2.2: *Staff development*

Key factors and issues:

- Staff development will need to be linked with curriculum development and institutional development.

- Staff development programmes will need to be provided for all staff to ensure whole school commitment to flexibility and understanding its purposes.



- New methods of working require additional collaborative and teamwork skills. Staff development activity involving teaching and support staff together may facilitate these processes.

- Successful initiatives within schools need to be visible if good practice or enthusiasm is to spread by example.

- Staff will need to be able to see the results of development projects and staff development or they will not wish to be involved in the future.

- Teachers have been accustomed to working with class-sized groups rather than small groups and individuals and more to giving information rather than facilitating learning. However, there has been a change of emphasis in the last decade to a more student-centred teaching style and many teachers will make the change to the Framework with little difficulty. Others will need professional development.

- Decentralised planning of the curriculum will provide opportunities for team building and the development of the roles of middle management as well as promoting the ownership of change.

- In seeking change it is important that those who design staff development activities acknowledge the value and effectiveness of what has gone before and create opportunities for exploration of the circumstances that make change necessary.

- Schools will need to consider what agencies, individuals or other providers can best facilitate their staff development programmes, the balance between internal and external resource persons, allocation of funds etc.

2.3: Curriculum Management

Key factors and issues:

- One area of major change for schools will be in the shift from career guidance for students based on the course structure to career guidance based on an appropriate combination of unit standards.

- Schools will need to enhance their provision of careers' advice to individuals and their choice of unit standards appropriate to their needs.

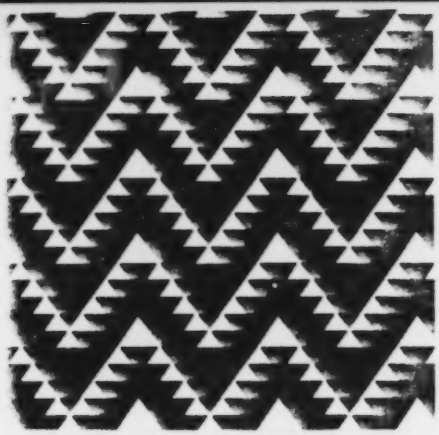
- Students who have not in the past been part of the school's community (eg: adults, because of the course and assessment structures) or whose learning needs are not met by the traditional course structure and teaching methods will require new forms of entry screening to unit standards to determine what is appropriate for them.

- Schools' enrolments may change their traditional patterns as students learn how the Framework can serve their needs. For example, communities where there has been a low rate of retention of students to Bursaries level may find that the Framework makes appropriate learning more accessible and that more students will stay at school longer.

  Provincial schools may find that some of their students stay on to "forms 8 and 9", achieving up to National Diploma level while attaining credit towards degrees. Some city schools may also find that students from families with no tradition of post- secondary school education stay on in a similar way.

- Assessment and diagnosis for entry to unit standards (pre-requisites) will differ from the current provisions which are usually hierarchical and age-related. Schools will need well-developed systems of record keeping and clear guidelines for determining access.

- Planning a student's individual course will be a complex and time-consuming task. The school will need to consider how this is best achieved, whether by a central group of experts or by counsellors assigned to individual students, or by teachers with a 'case load' vertical form, or by a combination of strategies.



2.3.1: Barriers to access

Key factors and issues:

- Many students fail because of poor perceptions of their own learning ability and may require programmes to shift that perception to prepare them to participate in the range of unit standards offered by the school. The present course structure generally confines such programmes to withdrawal, concurrent or separate courses The Framework will allow students to begin units at the appropriate level when they are ready.

- Some identifiable groups of students have experienced difficulties with learning in the present structure.

- Many students are not well informed about careers, life choices, and how the school can help to meet their needs. Clear information on the availability of unit standards and packages of unit standards will be required, readily accessible to the community, in and beyond the school.

- The lack of adequate support services inhibits the progress of some students and some identifiable groups of students. Meeting the learning needs of these students will require enhanced provision of support services. This role is likely to be shared among the 'learning facilitators' rather than through the appointment of more specialist staff. The structure of the flexible school day should provide the opportunities necessary for this essential work.

- **Schools do not control all of the learning variables nor can they remove all barriers to learning. They will need to define clearly those variables over which they have control and ensure that the barriers associated with those variables are removed.**

2.3.2: *Curriculum organisation*

Key factors and issues:

- In most schools provision is still organised around the needs of groups of students of the same age who are assumed to share common needs and goals. This narrows access and choice for individuals.

- The practice of admitting adults to courses and providing for individual students in certain ways (eg: Correspondence School, in some circumstances) goes some way to flexible provision but with few exceptions schools fit the students to the existing course structure rather than addressing the specific needs of students.

- A curriculum based on unit standards is a prerequisite for flexible access to learning.

- Prerequisites for flexible access to learning include:

    - a curriculum described in terms of unit outcomes to help students recognise the value of a given unit standard and determine their readiness for entry;

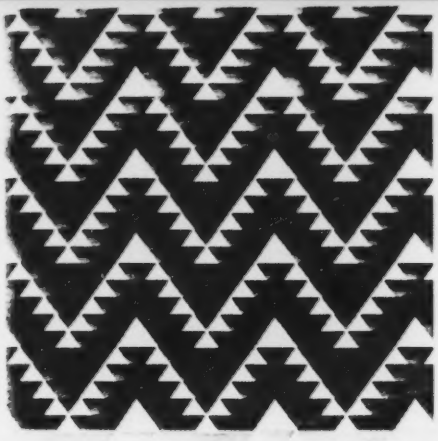
    - a unified curriculum based on unit standards and with unrestricted pathways to required learning.

- The improved provision for individual learners may require regular curriculum audit to determine the adequacy of provision and to use as the basis for further curriculum development. Schools will require highly developed forms of self-review.

- A structure based on 'inputs' like the current practice (teacher ratios/time/attendance/fixed assessment points/etc) has some uses but a structure based on outcomes offers greater flexibility in modes of delivery and in direct access to assessment.

- A curriculum based on unit standards leads not only to flexible access but can also increase the options open to part-time students.

- Individual learning programmes may be more easily accommodated when a school's timetable is designed in standard time blocks.



2.3.3: Managing and supporting learning

Key factors and issues:

- Flexible student-centred learning requires guidance and learning counselling to be central to the whole learning and assessment experience.

- Teachers have been trained and are experienced in teaching up to class-sized groups of students using an input model. Staff development may be required to help teachers improve and develop skills to implement an output model where they are more flexible and varied in facilitating learning and where they are responsible and accountable for the assessment.

- The issue of managing skill development for staff members reluctant to change will need to be addressed at an early stage of the process.

- **There is much of value in current school practices which should be integrated with the new approaches to ensure that there is a range of teaching styles available according to need.**

- In the change from largely givers of knowledge to facilitators, teachers will retain a role as providers of information when appropriate but the balance will be in guiding learners to finding their own knowledge. Development of new skills should include learning new ways to engage the individual learner.

- The change from course structures to a curriculum based on unit standards has implications for induction and orientation programmes at whatever stage the student arrives in the school. Students will need to have the structures and possibilities carefully explained to them.

- Students too need to be involved in understanding and helping to make the changes. Students can be a powerful conservative force in a school. The expectations of community, parents, teachers and students must be aligned for effective change to occur.

- **Schools will be aware that students will need to be taught how to make best use of the opportunities provided by flexible learning and to recognise that students, like teachers, will need time to change their expectations of the learning process.**

- In a resource-based learning environment support staff and teachers will find a blurring of their roles which could lead to some tension and also some enrichment if it can be worked through carefully.

- Teachers will use a 'mix' of teaching styles. However, as this mix is based on experience teachers with limited experience of flexible learning methods are likely to weight their mix to traditional teaching styles. The development of a 'mix' will require extensive staff training.

2.3.4: Tools for flexible learning

Key factors and issues:

Learning materials

- **Much of the current course-based learning resource will be readily adapted to the new unit standards.**

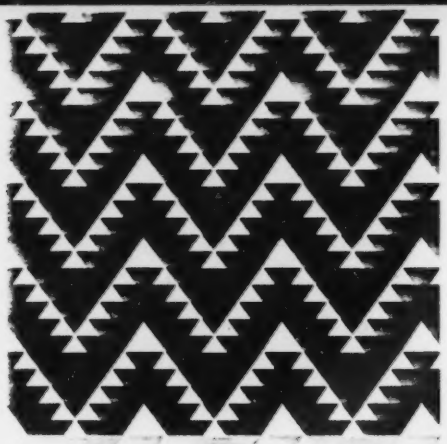
- Development of suitable course material requires skills which teachers have already developed: setting objectives, selecting content and sequencing it, selecting appropriate learning styles, building in variety, devising evaluation and assessment tools, timelines, etc. **Most teachers however work at the lesson or topic level rather than at the level of course design.** There is considerable difference between these. Teachers will need to learn the skills of course design if they are to make best use of the opportunity offered by flexible learning.

- Course designers will need to be familiar with the principles of language across the curriculum and of the special language needs of their target students.

- Schools will continue to share their resources as at present but will need to be careful in identifying the source of material (school, inter-school, professional associations etc.) to help with dissemination and implementation.

- Course design has important implications for teacher time and demands made on reprographic facilities.

- Quality course design is fundamental to successful flexible learning.



- The library can play an important role in an expanded resource-based learning style. Library staff need to be fully involved in all developments and in staff training to ensure that it is proactive in providing access to a range of appropriate learning materials and resources.

Learning technology

- The growth of information technology in society in part drives the changes to learning in schools and in part offers a solution to the demands placed on schools by the changes. However, its development in schools has been patchy.

- There are some interesting innovations in the use of computers in the curriculum but to date they have not had a major impact on learning. With some notable exceptions, their predominant use is in management and in computer courses rather than in general curriculum areas.

- There is little useful software for curriculum areas. Development of software is beyond the scope of most teachers and commercial development is expensive.

- The most useful application of computer and related technologies to date has been in the use of computers as a tool for learning, using commercial programmes such as word processing, database and spreadsheet, often combined with a modem to allow easy distance communication with other students and access to public databases. The instructional use of computers is still limited, although the introduction of CD technology combined with more powerful, less expensive computers promise some changes in the near future.

  For example, in the UK, one further education college is putting all of its lessons on CD so students can work through them in an individualised way. The teachers are free for tutorial and individual work.

- Schools will need to progressively develop their computer management systems to track individual learners and to manage a complex timetable, additional resources, costs and funding and flexible staff use.

2.3.5: Assessment and credit opportunities

Key factors and issues:

- The present national examinations continue alongside levels 1 (School Certificate) and 3 (Bursaries) of the Qualifications Framework. For a number of students the year-long course structure will continue to meet their learning needs well. Other students will choose to complete only those parts of the programme which meet their needs.

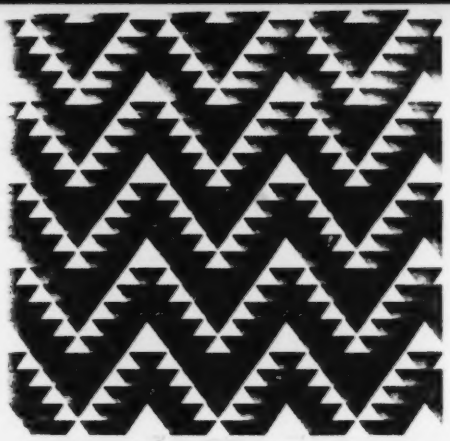
- Some employers may take time to value the new credentials although they now have considerable experience of job applicants presenting a range of awards and certificates, most of which are school-based.

- Achievement of course objectives can be measured as soon as the student is ready and the student quickly informed after the assessment task/evidence of achievement is completed. The process is immediate and makes sense to the student.

  There are implications in this for exit points for students. The traditional end-of-year mass exit will no longer be appropriate for many senior students who will have completed the credentials they require and can move to the next stage of their learning or to work when they are ready.

- Teachers are accustomed to a variety of assessment forms and can apply them with consistency. However, the requirements of standards-based assessment will be new to many teachers. It is likely that the new forms of assessment will initially be the biggest challenge for schools. Considerable teacher development of assessment skills will be required.

- Assessment will have greater variety according to purpose.



2.4: Operational Management

Key factors and issues:

2.4.1: Staffing

- The new demands made upon support staff require a new approach to staffing and new job descriptions. The distinctions between professional staff and support staff will become blurred.

- Changes in the way students learn, implicit in the Framework, have implications for staff deployment and therefore for their current conditions of service. A more student-centred and flexible curriculum may also mean more flexibility in workplace agreements.

- If teaching staff are to perform their new roles competently there is a need to prepare for the introduction of the Framework with staff development programmes with appropriate internal budget provision.

- There should also be an appropriate budget for the resource and material demands created by the introduction of new learning structures.

2.4.2: Accommodation

- Schools have been built on the premise of class-sized teaching groups and teacher-dominated instruction. The Framework (and the current increasing use of learner-centred teaching) encourages a more flexible approach to both group size and teaching method.

- This has implications for the way in which schools use their accommodation. Over a period of time, accommodation may need to be modified. School libraries in particular should need modification if they are to support resource-based learning .

- Ideally, schools will need to provide increased work spaces for students which are more conducive to individual, unsupervised work than the classroom.

2.4.3: Administration

Key factors:

- School administrative systems geared to whole-school February enrolments to year-long courses will need to be revised to provide for flexible learning. Although most students are likely to continue to enrol for the year in February, there may be a variety of starting dates for a proportion of students depending on their use of other providers or their personal circumstances and learning needs.

- Part-year school levies will need to be revised to reflect the changed structure.

- At present financial support for certain groups of students is based on full-time attendance. In a flexible structure the definition of full-time may need to be redefined.

- Management of student personal data and records will become increasingly complex. Electronic systems are available which, with 'smart cards' and bar coding, for example, can efficiently record data and keep track of student achievement records. Some schools have good systems already.

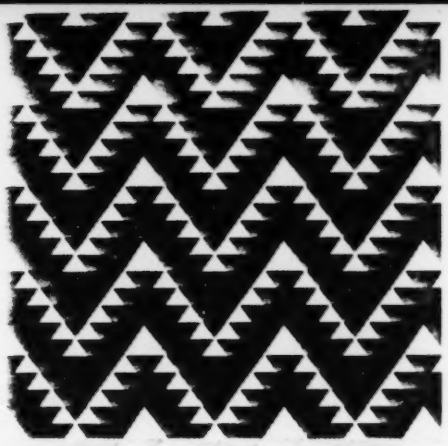
- Schools will need to develop more sophisticated and secure systems for document control, both electronic and print. Schools will need to develop a more technical and professional approach to document control.

- The custodial functions of the school may be more difficult to manage in a flexible school structure. There is no simple answer to this. It is a matter of considerable concern to principals and boards. However it is an issue which ought not to be allowed to distract schools from introducing the Qualifications Framework

2.4.4: Quality and efficiency

Key factors and issues:

- As schools change from an 'input' model to an 'output' or achievement model schools will need to consider the indicators of their achievement



and efficiency to use, measure and present them in a way which is consistent nationally.

- In the current 'input' model schools are funded largely on the basis of a capitation grant and staff/student ratios, irrespective of the quality of student achievement.

- Schools will need to establish, and use consistently, systems for monitoring and self-evaluating to ensure quality outcomes.

- The structure of the Framework is more conducive than the current structures to measurement of school achievement of unit standards in terms of agreed measures of effectiveness. Examples of such measures might include:

    * ratio of students enrolled to students completing;

    * ratio of successful students (completing unit standards) to students enrolled;

    * ratio of students progressing to further education to students completing at secondary level (ie has the school prepared its students for further appropriate education).

- In each of these examples schools will look for a maintenance of ratio or preferably an improvement by %. The measures will need to be stated relative to an historical pattern of achievement and entry skills.

- Teachers and schools are trained for and are accustomed to measuring their achievement in terms of competitive national examinations, often expressed as pass rates. Many teachers and schools are comfortable with this and may experience some problems in quality control as they move to assessment by unit outcomes.

- Quality is influenced by the effectiveness of usage of resources.

SECTION 3

SUMMARY AND PRIORITIES FOR ACTION

Rapua te huarahi whanui
Hei ara whakapiri
I nga iwi
I runga i te whakaaro kotahi

Seek the broad highway
That will unite the people
Towards a common goal

3.1: Introduction

Section 1 of this booklet presented the rationale and parameters for change in our schools.

Section 2 raised questions and issues for schools to consider in the change process.

This section presents some action strategies for schools.

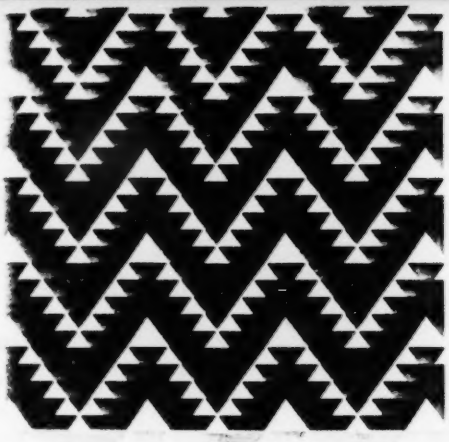
There are three parts to this section:

1 strategic management
2 curriculum management
3 operational management

In section 4, **Managing the change process**, are sample action-planning documents corresponding to these sections.

The Framework represents the most comprehensive change in school structure since the introduction of compulsory schooling. If schools are to manage the change successfully they should begin now by setting up a **change management group** to examine the issues, initiate staff development, review existing provisions and structures and generally serve as a strategic planner for the Qualification Framework changes and as a mechanism for sharing experiences, models of good practice etc..

The group needs to be fully representative of all of the people and organisational elements in the school including board, finance, property, administration, support staff, as well as curriculum leaders and senior management. The composition of this group will vary from school to school. The composition needs to recognise that the Qualification



Framework school has a different structure and will therefore probably need a different management structure.

A variety of priorities for action for the group to consider and respond to is listed under various headings.

The lack of a strategic plan will inhibit the school's progress to implementing the Framework successfully The strategic plan is the expression of a school's vision with short, medium and long-term goals and action plans, with timeframes, expected outcomes and measures of achievement of goals. Each area of the school needs documented targets for change.

3.2: Strategic Management

3.2.1: Organisational structure

The current school management structure may need to be changed considerably to accommodate changed educational outcomes. It will need to be more flexible than the current school structure. If schools are to meet the demands of flexibility and rapid response to change necessary for the Framework they may need to change the traditional hierarchical structure with authority invested in positions of responsibility.

The current subject-based structure is also likely to inhibit the development of the Framework because the approach based on unit standards is likely to have a much wider range of content and topic. The traditional subject/ department structure may not be flexible enough to accommodate student-centred learning demands.

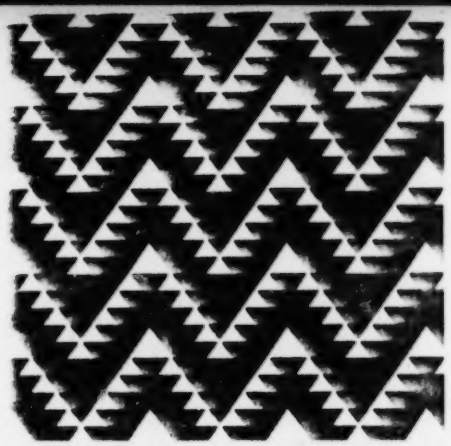
The 'whanau', or dean (as at the university) or syndicate structure may be more useful models of future school structures in which a limited number of compartmentalised and restricted subjects is no longer appropriate as a curriculum model.

3.2.2: Funding

Current internal funding allocations, based on an 'input' model, do not correspond with the 'outcomes ' model of the Framework, nor are they flexible enough for the Framework. Resourcing will need to be based on different considerations. Within the current funding provisions, schools should consider ways of changing the basis of their curriculum funding to an 'output' model (ie, define the proposed outcomes in advance and fund on delivery.)

3.2.3: Staff development

The skills required by teachers in assisting flexible learners are, in the main, different from those used in a traditional approach. All staff will need to undertake training for the Framework, including support and administration staff.



A development team will need to prepare **for each staff member** an action-based and sharply focused development programme which includes unit and programme development, learning support and guidance skills, and organisational skills to implement the Framework.

As the role of the teachers shifts to curriculum manager or learning facilitator they will need to modify present skills and knowledge and develop new skills.

3.3: Curriculum Management

3.3.1: Barriers to access

Many potential learners are inhibited from seeking access to learning and qualifications either because of poor self-esteem as a learner or because the school structures themselves discourage them from making use of the facilities and opportunities. Such people include adults in the community who left school before gaining useful qualifications or students who were unable to access the learning they wanted because of inherent structural barriers to learning.

The school should review its information systems, its reception processes, its provision for assessing prior learning to place non-traditional clients, and its internal information systems to ensure that all teachers become skilled in guiding students in accessing the learning they need, on or off campus.

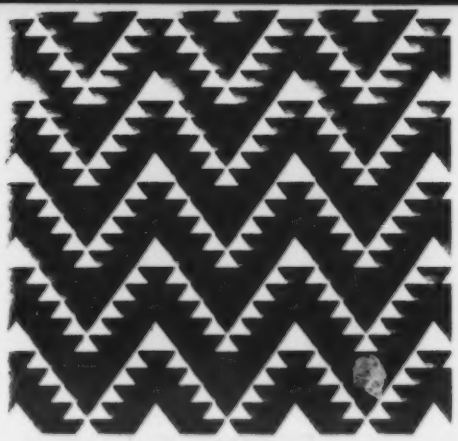
3.3.2: Curriculum organisation

Unit standards provide the resource that enables students to have flexible access to learning. They provide the basis for schools to develop curricula that meet the learning needs of their clients.

3.3.3: Managing and supporting learning

Provision based on individual cycles of action planning and progress review in place of or within yearly cycles of group enrolment, group learning and group assessment will require schools to rethink their operational and administrative systems and deployment of staff and resources quite fundamentally.

A planning group will need to address this important issue, to review current practice and where necessary introduce new administrative and organisational systems with appropriate flexibility. For example, the deans structure in most schools is based on year levels but this pattern makes little sense in the Framework, nor does the traditional form class of peers. The vertical 'case-load' group with a guidance and careers-centred facilitator, accountable to a syndicate leader, might make more sense.



The way in which the facilitator's time is deployed may need to be reviewed also.

Timetabling traditional class groups with a teacher is too inflexible for ideal implementation of the Framework. The current deployment based on five or six periods from 8:30 to 3:30, 39 weeks a year may not be flexible enough to meet learner demands.

A different pattern of deployment could see the teacher's day spread more flexibly over a longer school day and more weeks of the year but in fact have significantly less contact time with class-sized groups and more time with individuals and small tutorial-sized groups. The teacher would have more time to facilitate resource-based learning and monitor the 'case-load' group.

Such a structure could help address the problem of stress most teachers experience in their daily work while still being achieved within existing conditions of service.

3.3.4: Tools for flexible learning

Flexible access to learning depends to some extent on resource-based learning. While much of the current curriculum materials will be appropriate to the more flexible provision there will be increased demand for high quality resources for many units.

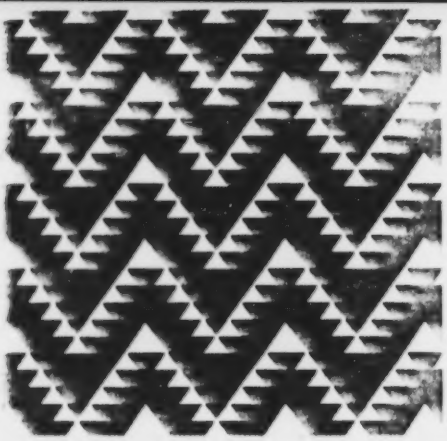
Schools will need to plan for this systematically, on a less ad hoc basis than at present. Because it is likely that course materials will be shared, schools may want to consider developing an in-house style, a consistent format for preparing resources and probably a resource management team to monitor all aspects of the resource provision including designated budget (income and expenditure.) **It is likely that schools will develop material in consortia with other schools, professional associations, etc.**

3.3.5: Assessment and credit opportunities

The present course structure tends to create barriers to learning by either effectively excluding 'non-academic' subjects from the timetable, placing them in the same timetable slot as 'academic' subjects, or by making certain

combinations of subjects impossible to access. Some schools can circumvent these problems by offering subjects in several timetable slots but the problems persist. Academic subjects tend to have higher status regardless of their value to the individual because they have been used as prerequisites to entry to further learning.

The Framework makes this sort of tension unnecessary and irrelevant because of the way in which it records credits towards National Certificates. Technological skills are essential to a growing economy, especially in information technology, and also in design and ideas management. As the school moves into the Framework the curriculum planners will need to give thought to ways of ensuring that the new structure does not inhibit flexibility of access and of change and renewal in unit and programme offerings.



3.4: Operational Management

3.4.1: Staffing and accommodation

Conditions of service for teachers are related to the current year-long course-based learning specified as an agreed number of weeks. Support staff will have quite different roles in flexible schools. Demarcation between teacher and support staff is likely to be blurred (as it can be already in school libraries).

Considerable flexibility is possible within existing conditions of service and this potential should be maximised.

Accommodation in schools has been designed on a teacher-student ratio of about 1-30, on a model of desk-based learning with the teacher the main resource and source of information equipped with chalk, some photocopied material, limited numbers of texts and some equipment. Many schools have been ingenious in circumventing the apparent inflexibility inherent in such a model.

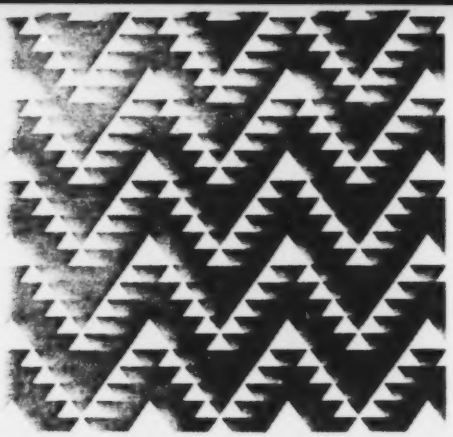
3.4.2: Administration

The Framework has major implications for administrators in schools. A team of administration staff should review existing provisions in terms of the implications for the Framework and begin the process of evaluating new systems, structures and approaches to meet the future needs of the school. Administration staff and curriculum facilitators will need to work closely together to ensure that the systems are appropriate.

3.4.3: Quality and efficiency

Schools currently lack any agreed national or local measures of effectiveness. Few schools have yet developed valid internal systems of measurements of effectiveness. It is difficult to argue on the basis of hard evidence that there are achievement differences between schools or within schools in the quality of delivery of learning. Resources cannot be directed to where they can be best used because the evidence on which to make these decisions is lacking.

Schools should develop internal measures (performance indicators) of their effectiveness in the current structures for their own self review and to serve as development for the introduction of different and more comprehensive measures which will be both necessary and more readily obtained in an 'outcomes' model of learning.



SECTION 4

MANAGING THE CHANGE PROCESS

4.1: Introduction

This chapter offers some suggestions for initiating and managing the change process to introduce the Qualifications Framework.

Schools are in a constant state of change. At any one time there are:

- mandated curriculum changes;
- assessment changes;
- guidance and student welfare changes;
- physical changes;
- personnel changes;
- structural and course changes;
- calendar and timetable changes;
- daily changes to accommodate special events;
- procedural changes

and many others, usually occurring simultaneously, with competing demands on management and teacher time, resources, space, etc.

All schools have found ways to manage change, on a continuum from ad hoc to highly-structured, some consistently so, others depending on the circumstances. There is a constant tension in schools between the imperative of the immediate and the demands of the future.

The changes implicit in the Qualifications Framework to every aspect of school aims and structure are more complex and demanding than any previous change and require every school to consider carefully the way in which it will manage the changes. It will need to be based on sound principles and practices of change.

These principles include:

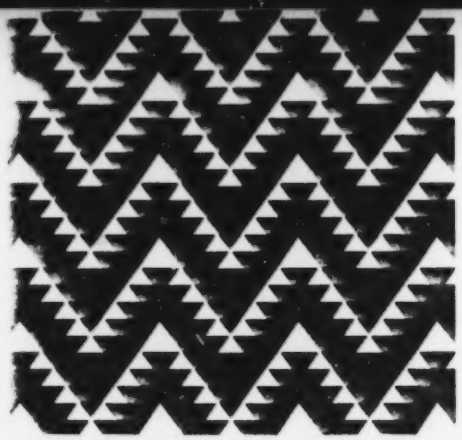
- aims understood, accepted and acted on by all: a common vision of school purpose - change will be inhibited by individuals or groups who do not accept either the need for change or the new school aims and purposes;

- a process which is open and transparent - everyone involved in the school needs to work through the process to internalise and act on the changes;

- there should be a standard format for managing the change and for each action, a person or group designated as accountable for managing the changes, with specific time frame and precisely stated outcomes.

The first principle is the most important. As long as members of the school community deny the need for change or do not accept the form of the change they will have no commitment to the changed educational outcomes of the Qualifications Framework.

For this reason schools should invest as much time as it takes to consider the social, cultural, political, educational reasons for the **need** for change in schools.



4.2: Starting Points

It has become a truism that schools send their students into a vastly changed and democratic world while the school itself has remained remarkably unchanged and undemocratic in its basic structures. For example, schools still use a pattern of holiday breaks introduced for boarding schools centuries ago. The school year is still based around the past needs of agricultural communities. If the medium is the message then schools present their students with contradictory messages.

It may be useful as a starting point to try to describe the skills that our society needs to ensure that its people continue to have the opportunities to develop to their full potential. Robert Reich's book **The Work of Nations** (Vintage Books, 1991) offers some interesting insights into this debate.

In summary, Reich argues that there has been a shift in power from countries with capital and industrial production to countries with intellectual capital, skills of manipulating ideas and information. Such a change requires people educated in ways which develop their problem-solving skills, lateral thinking, analytical skills. The question is whether the current school structure and curriculum produce this educational outcome.

Each school will have its own way of devising a strategy for considering the Framework and its implications for the school. Each school will have a different starting point depending on where it is already on the continuum of course-based school to learner-centred school.

Whatever the starting point, all staff members (not just the teachers) need to have the opportunity to work their own way through the reasons and need for change.

What follows is a suggestion for a generic strategic plan to initiate the staff development for the Framework.

4.3: Sample Initial Strategy

1 Appoint a project director.

2 Arrange for all staff to view the videos made available by the New Zealand Qualifications Authority and to read the publications which have been sent to schools on the Qualifications Framework (see appendix).

These steps are a necessary prerequisite for a successful development day.

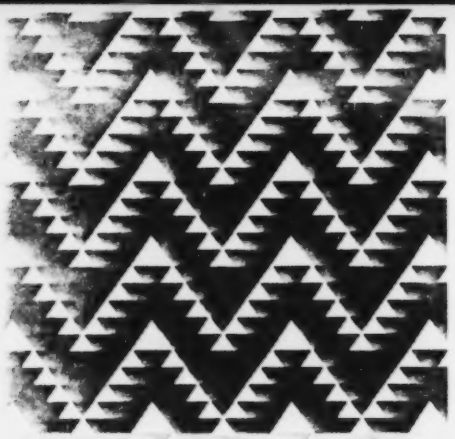
3 Decide on a day for staff (including board, administrative staff etc) development, **Introducing the Qualifications Framework,** the focus of which will be setting the context for the Framework and establishing the reasons and need for change.

4 The project director prepares a full staff development day based on sound staff development principles, including clearly stated outcomes. At the end of the day everyone should understand and be ready to act on the need for change. Inevitably not everyone will be at the same point after one day's development. A strategy will be needed to give further opportunities to some staff members to work their way through the introductory material.

One starting point may be a consideration by the staff of the ways in which their own immediate world has changed in the last 10 years.

Consider how the community which the school serves has changed in that time:

- Local government
- Population (numbers, ethnic/cultural mix)
- Businesses (closures, new, size, etc)
- Transport (rail, bus, taxi, trucks)
- Employment (numbers and nature of work)
- Retailing
- Land use
- Service industries
- Building domestic and commercial
- Utilities (power, phone, fax etc)
- Government agencies (SOEs etc)



- Computing and information services
- Banking, finance, mortgages
- Health services
- Changes in tertiary education, funding, access
- Youth employment
- And how is your milk presented and bought?

Depending on staff numbers, groups of 2-5 could quickly list the 'before and after' for an item on the list and share it with the whole staff and then consider how the school structures have changed in the same period of time.

What would our 'Back to the Future' time traveller from the 1950s notice in the ways schools are structured, funded, what and how they teach, assess, teacher functions, job descriptions, management of students, uniform, discipline, accommodation, timetable, subject range, classroom equipment, grounds, pattern of the school year, etc?

The development day should include a review of the Framework publications and information to date, perhaps a statement from a guest from one of the organisations most changed in the last 10 years (Telecom, wharves, unions, ...), a look into the future patterns of work (Robert Reich's book **The Work of Nations** has some useful information, as has Toffler, **Powershift**, Bantam 1991) etc.

The purpose of the day is to take stock of the school, consider the sort of world the students are moving into, and the changes which might be needed in the school's structure to better meet their needs.

4.4: Managing the Process

- The forms which follow are intended to be used by the school as possible models on which to base their own strategic plan. There are many models of change management. The introduction of the Framework requires sound change management. Schools may want to seek advice on the change model best suited to their needs.

- While the school is establishing a strategic change plan it is likely that simultaneously it will be introducing some Qualifications Framework unit standards (as some schools have already) and becoming familiar with unit standards and the teaching opportunities, content and assessment associated with them.

4.4.1 THE FRAMEWORK: ACTION PLANNING:

Aim	Team	Names	Meeting dates	Time / place
to manage the introduction of the Framework Objectives: • to study the Framework documents • to share knowledge with all parties • to create change teams • to develop short, medium, long term goals with time frames • to monitor the change teams • to develop further action plans	Board Senior manager Administration Teacher Guidance Bursar		1 2 3 4 5 6 7 8 9 10	

Meeting #	Action	Person Resp	Acc to	Done by	Task complete
Objectives:					

4.4.2 THE FRAMEWORK: ACTION PLANNING:

Aim	Team	Names	Meeting dates	Time / place
to review current school provision in organisation, funding, staff development & consider the changes necessary for the Framework Objectives • to draw the current structural model & prepare alternative models for consideration • to consider current funding & suggest alternatives for the Framework • to review current staff development provisions, list needs for the Framework & method of implementing	Board Senior manager Teacher Admin staff Guidance Union(s) Bursar		1 2 3 4 5 6 7 8 9 10	

Meeting #	Action	Person Resp	Acc to	Done by	Task complete
Objectives					

4.4.3 THE FRAMEWORK: ACTION PLANNING:

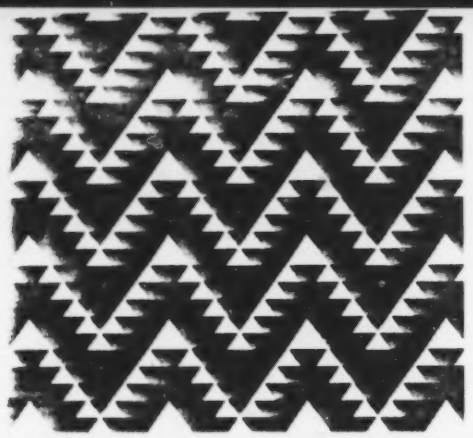
Aim	Team	Names	Meeting dates	Time / place
to manage the curriculum changes necessary to introduce the Framework Objectives • to review current procedures & suggest ways of introducing the Framework • to review barriers to access & suggest ways of removing them • to review provisions for managing & supporting learning, suggesting ways of changing for the Framework • to review current resource provision & suggest ways of providing for the Framework • to review current assessment & qual provisions & suggest ways of changing to meet the needs of the Framework	Board Senior manager Teacher Teacher Assessment person Administration Resource person Library person Bursar		1 2 3 4 5 6 7 8 9 10	..

Meeting #	Action	Person Resp	Acc to	Done by	Task complete
Objectives					

4.4.4 THE FRAMEWORK: ACTION PLANNING:

Aim	Team	Names	Meeting dates	Time / place
to review current school operational structures & consider changes necessary to implement the Framework Objectives • to consider the changes necessary to staffing the Framework • to consider the implication of the Framework for administration & consider changes necessary • to review quality measures & prepare an appropriate set for the Framework	Board Senior manager Union(s) Teacher Administration Property Bursar		1 2 3 4 5 6 7 8 9 10	

Meeting #	Action	Person Resp	Acc to	Done by	Task complete
Objectives					



APPENDIX

Other Resources

Videos

The Qualifications Authority has produced three videos that are relevant to schools.

Learning to Learn is an introduction to the Qualifications Framework and shows how it will work in a variety of everyday learning and working situations. It is accompanied by a booklet.

A Future with Standards is a guide to the systems that enable the Framework to operate. It traces the linked quality process from standards setting to a student gaining a National Certificate. Although the video illustration is horticulture in a polytechnic setting, the process shown is relevant to all subject areas and for all sectors. A booklet of the same title complements the video.

Managing Quality explores the broad issues and components in quality management systems. These are illustrated by an orchestra and a college in South Australia.

Booklets

In the Framework, all assessment is standards-based. Roger Peddie's booklet Beyond the Norm? An Introduction to Standards-based Assessment is an introductory guide to assessment issues and practices.

Schools will be required to adapt their internal moderation systems to suit the standards-based approach. The booklet Designing the Moderation System covers the options for and components in moderation systems. (This booklet is also used by those responsible for designing national external moderation systems.)

Schools will be required to gain accreditation before they can offer programmes based on unit standards. Accreditation requirements are published in Guidelines and Criteria for Accreditation to Offer National Certificates and National Diplomas

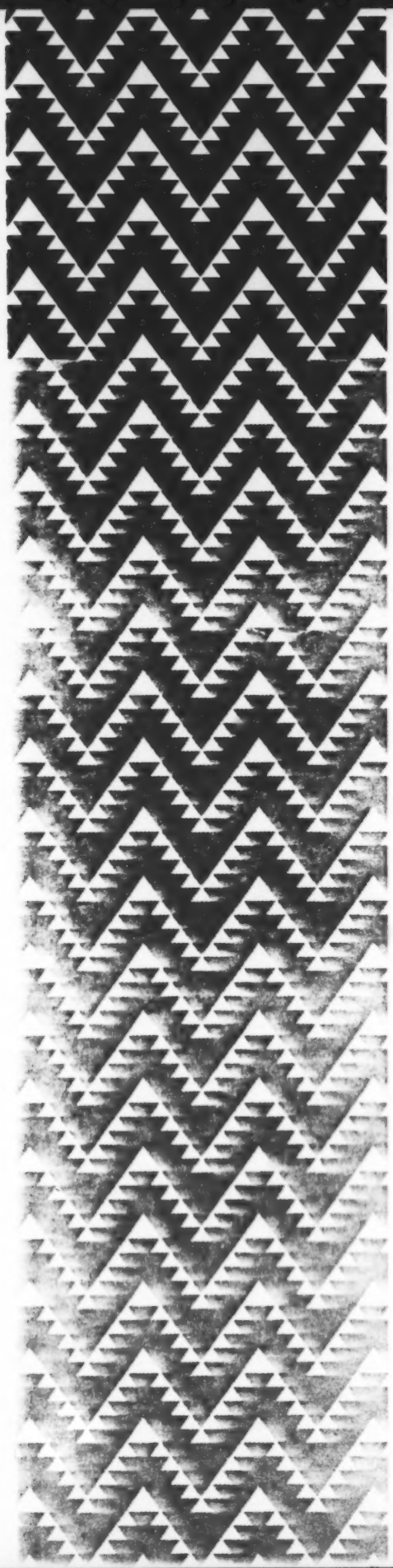
For accreditation, schools are required to have in place quality management systems. The concept of quality and its management are explored in the booklet Quality Management Systems for the National Qualifications Framework. The video Managing Quality (see above) deals with a range of issues covered in this booklet.

Curriculum and guidance leaders in schools need to know about the regulations that govern Framework levels and qualifications pathways. Information on this is provided in Guidelines and Criteria for the Registration of Units and Qualifications.

Regular Publications

QA News and Framework Update are published every two months and provide essential information about Framework developments.

The Unit Standards Catalogue is updated regularly so that schools have access to information about the unit standards that are available on the Qualifications Framework.



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